

TEST YOURSELF ON P.5

Can you meet proposed graduation standards?

CITY COLLEGE NEWS

OCTOBER 1994

GEORGE BROWN COLLEGE

VOLUME 12, NO. 2



CATHY NEWMAN, like an increasing number of nursing graduates, works on a community level - in her case providing health care on the streets of downtown Toronto and in make-shift clinics.

This nurse has a goal: health for the homeless

By Peter Vamos

A group of men emerge from All Saints Church, squinting in the midday sun. The skin on their faces - weathered by rough living - resembles tree bark. Inside, beneath the stained glass windows people watch a Rockford Files rerun on TV.

Everyday the church is transformed from a place of worship into a shelter for the homeless. Cheap coffee and food is available. It's a place to escape from the mean streets for a few hours. Sitting at the corner of Dundas and Sherbourne Streets, the church is surrounded by halfway and rooming houses, shelters and hooker hang-outs. The city's

infamous "crack-alley" - a row of crack houses regularly busted by Metro police - is two blocks east.

Behind a desk sits a social worker with a clipboard, a box of condoms in his hand. A bearded man in baseball cap and denim jacket approaches.

"These condoms free?" he asks.

"Take as many as you want," says the social worker.

"I got nine girlfriends."

"Then you can take nine."

Today is the one day a week when cloth partitions are set up and a temporary health clinic established.

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Student rights complaints include race and disability bias - report says

GEORGE BROWN HAD 38 human rights complaints in the past year including 12 formal complaints made to the Ontario Human Rights Commission.

The majority of complaints were launched by students against teachers alleging discrimination or harassment on the basis of disability, race and sexual orientation. Students also complained about inappropriate comments made by staff and a poisoned atmosphere in class or at the college. Several also alleged college policies and procedures were discriminatory.

In all, students made 18 of the 25 complaints handled internally in the 12 months ending August, 1994, and a similar proportion of the Human Rights Commission complaints, according to George Brown Human Rights Advisor Mary Samuel.

In the same period support staff launched five complaints, and a teacher and an administrator each launched one.

In a few cases, the complaints were the result of poor communication, rather than deliberate discrimination or harassment, Samuel says.

"Although most complaints involve serious and systemic issues, sometimes it's some passing comment a person makes," she says.

The real number of human rights complaints at the college is unknown because complaints are handled by staff in departments across the college who don't always report them or their outcomes to George Brown's Human Rights Office.

"It's only the really sticky ones... that I have any knowledge of at all," says Samuel.

The real number of complaints could be closer to the 150 registered at Ryerson Polytechnic University in 1993, she says.

"Ours are totally under-reported and that's solely because we don't have a reporting system," Samuel says.

The college is about to adopt a centralized reporting system that will include compulsory reporting of complaints to the Human Rights Office.

"This should improve the college's ability to know what is happening across the college community," Samuel says in a report to the Board of Governors. "It will also hopefully allow us to take appropriate action (reactive and proactive) towards the elimi-

nation of discrimination and harassment at George Brown."

When the report was written only two of the 25 internal complaint files were still open - one was under investigation and the other was being assessed for an appeals hearing. While some of the closed complaints were withdrawn, and others were resolved at the department level or with an apology or refund, the outcome of many complaints was uncertain. Five complaints were taken out of the college by the complainants who decided to approach the Ontario Human Rights Commission, and Samuel provided advice or internal referrals in 11 other cases.

Continued on page 2

Kids in the hall on Nov. 30

THE KIDS WILL BE IN THE halls on Nov. 30 - and in the classrooms, cafeterias, gyms and maybe even in the president's office.

A small army of Grade 9 students is expected to invade George Brown that Wednesday as part of a city-wide program that will allow the 14- and 15-year-olds to explore the world of work or college with their parents, relatives, adult friends or a volunteer mentor.

While the kids will spend most of their time in classes, labs, offices and other work areas - watching adults go about their tasks - the college is also planning some events for the day.

All staff and students are invited to witness their Grade 9 children or the Grade 9 children of relatives or

friends for Take Our Kids to Work day on Nov. 30. If people want to participate in the event but don't know a student, they can volunteer as a mentor and be linked with a student for the day.

The event, organized by The Learning Partnership and modeled after similar initiatives in the United States, involves hundreds of organizations and companies including such sponsors as the Ontario government, Northern Telecom, Bell Canada and ScotiaMcLeod.

Other participating educational institutions include the University of Toronto, York University, Ryerson, Humber, Centennial and Seneca colleges. Grade 9 students will come from 17 school boards across Metro Toronto.

COLLEGE TO 50,000 ALUMNI: PHONE HOME P.3

Should generic skills (English, math, computers) be a mandatory part of the curriculum in all college programs?



"I believe you should have that aptitude prior to taking a (college level) program. If you have to learn this during a course then there's something wrong...By having to learn these skills during a course, you're taking away from the actual course content."

Arnold Charles
Renovation Construction
student
Casa Loma



"Everybody here comes from a different background and some may not have developed these skills to the same level as others. This would be a good way to catch some of those people who have fallen through the cracks. So I guess in that sense it is a good thing."

Lori Peterson
Fitness and Lifestyle
student
Casa Loma



"It all depends on the subjects students are taking. In the program I teach we are already incorporating these generic skills. As far as trades programs go, it is also necessary to have trades people with these skills."

Peter Wan
Professor, Computer Aided
Drafting and Design
Casa Loma



"It's definitely a good thing for them to have those generic skills sets...If it's worked into the program like a single course in the first year to get them up to speed, then there's nothing wrong with that. But if it starts to detract from the actual skills they're here to learn then it will become a detriment."

Gordon Cuthbert
Finance Department
Casa Loma

Death of colleague inspires group to join AIDS walk

SADLY, IT'S TOO LATE FOR Darrell Ominika. The George Brown interpreter for the deaf died this summer of AIDS at 35.

But his friends and colleagues at the college are now doing what they can to spare others the kind of loss they feel.

They're joining the first ever George Brown team on a fund-raising walk on Oct. 2 to pay for research into the so-far incurable condition, as well as care for people with AIDS or the HIV virus, and educate the public about it.

"Darrell's death affected all of us," says interpreter Lori Jean, one of the 10 staff in the Deaf

Education Centre involved in the fund-raising effort.

Centre staff will be carrying a special banner in the From All Walks of Life 10-kilometre walk as part of the first George Brown staff and student team in the event.

"We've had a fair bit of interest," says St. James English teacher Cynthia Brouse, who is team captain.

In addition to many individual students and staff members, a group of nursing students is

participating and the Student Association is helping out with a fund-raising pub on Oct. 6 at St. James.

Pub manager Mike Breslin says pub-goers will be charged a modest entrance fee that will be donated as well as a portion of bar receipts. There will also be a fund-raising raffle and door prizes, he says.

Staff and students can pick up walker kits from Brouse in Room 404B at St. James or from Student Association offices.

The George Brown team will gather at the statue of Winston Churchill in Nathan Phillips Square at 11 a.m. on Oct. 2.

Ominika worked at George Brown as an interpreter on a full-time basis since 1987. He will also be remembered, along with other AIDS victims, at a service at Metropolitan Community Church at 115 Simpson St. on Sept. 30 at 7 p.m.



Darrell Ominika

AIDS AWARENESS WEEK OCTOBER 3-9, 1994

ARE YOU HAVING SEX IN THE DARK?

Some say ignorance is bliss.

When it comes to sex, ignorance is far from bliss. It's just plain dangerous.

If you want to do the smart thing, get out of the dark.

Find out how HIV/AIDS and other STDs are transmitted.

Use condoms. Not occasionally, not usually, but always.

Talk. Talk to your partner. Your friends. Your doctor.

If you're embarrassed about buying condoms, remember that after you've bought them once it will be much easier. Being embarrassed is a small price to pay for your health.

If you know someone with HIV infection or AIDS, reach out to them and break the silence. No more fear. No more ignorance.



For more information call the Ontario Ministry of Health AIDS Hotline: 392-2437

Complaints

Continued from page 1

The internal resolution of one case was appealed by the complainant - causing the college to convene its Human Rights Appeals Committee for the first time.

At a time when the college is experiencing an increase in complaints and, like all colleges, coming under closer scrutiny from the Ontario government over human rights issues, it's also meeting with some resistance from staff to human rights training, the report says.

While the Board of Governors has mandated compulsory human rights training sessions for George Brown's 1,300 full-time staff by the end of the year, many departments are being sluggish in sending staff.

By late September just over 200 people had attended training sessions and a Sept. 21 session was cancelled because of low attendance, Samuel said.

Human resources vice-president Sally Layton says the college is sticking to the Dec. 31 deadline for training, and is taking steps to ensure all staff attend sessions.

"We are putting a push on," she says.

What future for apprenticeship?

By Ian Calvert,
Ian Clavert and Associates,
Ottawa

Basically, apprenticeship is a learning system which combines on-the-job training with short periods of intensive in-school training. Apprenticeship is the normal route to careers in skilled manual trades such as plumber, electrician and cook. In most trades applicants need at least grade 10 graduation to enter apprenticeship. Apprentices must have at least a formal agreement with an employer, union or joint industry-labour committee prior to starting a program. Such agreements are registered with the provincial government. Colleges do not recruit apprentices directly (unlike students in most other college programs).

The government of Ontario pays colleges for providing the in-school training part of apprenticeship training. Prior to each year, government staff forecast the demand for such training based upon registration trends. They then negotiate a training plan with each college. Such plans list "seat purchases" in each program for various intake dates during the year. Colleges are paid a daily rate per seat (that is, per apprentice). This rate is known as a "per diem." In 1993-94, Ontario colleges received \$54.87 per apprentice for each day of in-school training provided. The federal government provides funding to the province to help pay for apprenticeship training.

The recession and other factors have caused major changes in the Ontario labour market during the past few years. Construction and manufacturing have been hit especially hard, with layoffs and high unemployment the result. Employers and unions are reluctant



Apprenticeship is a centuries-old form of training in skilled trades. But can it be adapted to the changing economy?

to sign on apprentices when business is slow and when many already qualified tradespeople are out of work. As a result, the number of new registrations for apprenticeship has dropped. When jobs are scarce, working apprentices are less likely to leave their jobs for several weeks to attend in-school training full-time. Unemployed apprentices are more likely to leave the trade altogether (in search of work). These behaviours further reduce the number of apprentices who are available for in-school training.

As explained above, the government purchases seats from George Brown based on estimates of registered apprentices available for training. Because the number of apprentices to be trained in most trades has declined, the government has reduced seat purchases. Registration patterns and employment trends indicate that such purchases will not return to previous peak levels for several years (if ever).

The Need for Reform

Many recent studies have concluded that the current apprenticeship system in Ontario and

Canada is in urgent need of reform. Concerns include the following:

- The system has continued to serve traditional occupations and industries, while neglecting emerging areas. There is an urgent need for experience-based training programs for many new occupations and workplaces.
- Most workers in apprenticeship trades are men. A major increase in the participation of women, along with visible minorities and other designated equity groups, is required.
- Because of rapid changes in the workplace, particularly the use of computers, the curriculum in many existing apprenticeship programs needs an overhaul. (Updating programs is a complicated process: a provincial advisory committee must recommend changes to the government, which must then make legislative changes.)
- Apprenticeship continues to suffer from a "blue-collar" image which discourages young people (and their parents) from this career option.

The government of Ontario has placed all provincial training programs under the new Ontario Training and Advancement Board (OTAB). Apprenticeship reform is a top priority. An Apprenticeship Reform Council is being formed to advise the board. Recently, the government announced that colleges would be eligible to obtain 1994-95 funding from an Apprenticeship Enhancement Fund.

Alternatives for George Brown College

In addressing the decline in apprenticeship seat purchases, and other issues outlined above, there are several options for the college to pursue:

Seek additional per diem funding for apprentices, in order to compensate for smaller class sizes and other cost pressures.

Assessment: Per diem rates have risen slightly for 1994-95; however, competitive pressures in the training market mean that big increases are not likely in the future. As well, the magnitude of the registration declines has outweighed the gains from such increases.

Seek a continuation of seat guarantees and other stabilization funding from the government.

Assessment: Such funding to date, while very important, has not prevented layoffs. It is unlikely that OTAB will continue to use training dollars for non-training purposes.

Remain reactive, offering existing apprenticeship programs at whatever enrollment levels are required by the marketplace.

Filthy rags

Editor:

I am a second year student attending a program at Casa Loma. I have a small complaint – namely that last year and again this year I had to look at a repulsive, filthy rag kept by each cashier in the cafeteria which from time to time overlapped onto the trays of food being paid for.

I feel that this can be remedied quite easily and will cost little or no money simply by keeping the rags out of sight on a shelf under the cash register. Please do not publish my name as I do not want to be associated all year with dirty rags.

(Name withheld by request)

Editor's Note: This letter was brought to the attention of Rob McNern, Manager of Versa Services at George Brown, who replies: "I'm having all cashiers remove all the rags – which are 3-Cloths.

Instead...we will give them paper towel rolls. As spills happen they can immediately wipe the spills up and then dispose of the paper towel in the waste paper basket. So there won't be any used paper towels or rags sitting near the cash registers."

College Council

Editor:

The 1993-94 year was a very busy one for College Council as it responded to a number of requests from students, staff, administration and the Board of Governors.

Your readers may be interested in the following projects, that were completed in the year:

- Celebrating Diversity Week (week of Feb. 28, 1994): College Council in co-operation with the then Students Administrative Council, initiated, planned and implemented the activities of this very successful week. Planning started soon on this year's events – scheduled for the week of Feb. 6, 1995.

- College procedures and policies: College Council reviewed and responded to proposed policies including codes of conduct for students and staff.

- Staff Morale Survey: This survey was initiated by College Council in an attempt to gather specific data about the current state of staff morale. Staff were surveyed about work environment. While response was disappointing overall, Human Resources has collated the information received and forwarded relevant data to the departments involved.

- Procedure for posting and other issues: Council reviewed the procedure being used, especially who could post data, where and for how long. College Council suggested a new procedure includ-

ing the provision that all posted material must conform to the college's Human Rights policies.

- Procedure for class cancellation: The issues of providing students with adequate notice when classes are cancelled and providing appropriate direction for alternate learning areas repeatedly. The issue was raised at deans and chairs groups by their representatives on College Council. This issue will be reviewed this year.

- College-wide Support Staff Professional Development Committee: Terms of reference for this group were reviewed and recommended for approval along with a request for equitable compensation for committee members and participants.

- College Council Terms of Reference: To facilitate more complete input from the college, College Council changed membership to include eight academic staff representatives (formerly six) and four support staff representatives (formerly three).

Ongoing issues being considered by Council include the development of a philosophy of education, a revised mission statement, work with the Program Approval Committee, a study of academic freedom and involvement with strategic planning. In another development, College Council is working with Locals 556 and 557 of the Ontario Public Service Employees Union to hold elections for College Council representatives.

Thanks to all Council members for their contributions which made the year such a success.

Sylvia Mountney
Chair, College Council

CITY COLLEGE NEWS

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GEORGE BROWN
COLLEGE

HERE'S HOW TO HAVE YOUR SAY!

City College News wants you to have your say! If you're concerned about a topic, event or issue that you think will be of interest to students and staff at George Brown – put it down on paper. Write a letter or an article, or just suggest a story idea to us. Here's how you do it.

1. Make sure your submission is legible (it can be typed or handwritten), keeps to the point and is brief. If it's too long we may edit it for length as well as for grammar and spelling.

2. Sign your submission and include your full name, telephone number, address and some indication of your affiliation with the college (i.e., course name, job, etc.).

3. You may request that your name be withheld from publication. We will respect your request if you provide us with a reason.

4. We welcome anonymous story suggestions, news tips or other material; however, as in all cases above, City College News staff and its editorial board will make decisions about what will be published.

5. Keep a copy of what you send to us. We will not return unsolicited material, including photographs, unless we are provided with a stamped, self-addressed envelope.

6. Drop off your submission in a sealed envelope at the mail slot in the information centre in the front lobby of 200 King St. E. at St. James Campus or the third floor entrance of 160 Kendal Ave. at Casa Loma, or send it by Canada Post or Internal college mail to:

Editor, City College News, Marketing Services Department, 200 King St. E., Room 542E, George Brown College, Toronto, ON M5A 3W8 or fax it to (416) 867-2303.

The deadline for submissions and letters for our November issue is Wednesday October 18.

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The Ontario government has proposed a long list of "generic" skills it wants students to have before graduating

CAN YOU PASS THE SUPER STUDENT TEST?

LOOK! UP IN THE SKY! IT'S A bird! It's a plane! No! It's Super Student! Faster than a speeding on-line database. More powerful than an interpersonal conflict! Able to leap tall statistical reports in a single bound!

Right now Super Student is just a fantasy. But if the proposal of a powerful Ontario government committee is accepted, this creation will leap off the pages of lengthy reports and live at George Brown as well as 22 other colleges across the province.

This summer the committee – the Generic Skills Council of the College Standards and Accreditation Council – proposed a list of more than forty skills that post-secondary students must demonstrate before graduation.

These included everything from mediating interpersonal conflicts and using on-line databases like Internet, to the statistical analysis of public reports like election polls.

If adopted, these generic skills could dramatically alter the content of programs at George Brown and colleges across the province.

The proposals expand the role of college programs beyond preparing students to work in a particular type of job after graduation. The idea being proposed is to equip people with skills that can be used at home and in the community, as well in future and unknown careers.

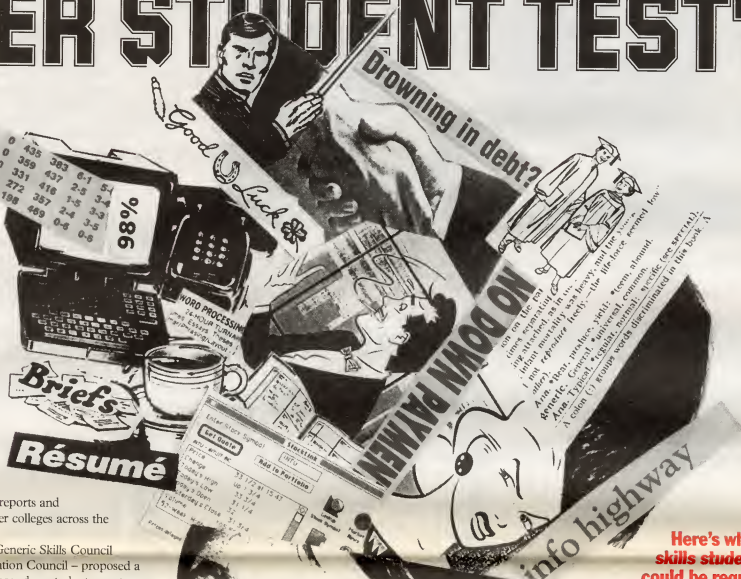
"The skills described are not intended to be purely vocational, but rather life skills that are required by graduates in their working, personal and community lives," a council report says. "They reflect a standard of achievement that we believe, based on input from employers, educators and community representatives, is appropriate and attainable for graduates of all diploma programs."

The council is now seeking reaction to the proposals – trying to determine if they have fixed on the right set of skills that are "essential for both personal and career success" and how those skills could be fit into the already crowded curriculum of college programs.

Both those issues were raised at a meeting between council members and George Brown staff this summer.

While some staff at the meeting viewed the proposal as a positive step, they questioned the financial feasibility of adding computer training to all programs. Others said that adding generic skills content into programs – many of which have had drastic cuts in classroom hours in recent years – would displace critical job-related training.

While the council reviews reaction to its proposals here's the current recipe for creating a Super Student, verbatim from the council's consultation paper. Keep in mind that in addition to attaining the skills listed below, students would still be required to master job-related skills in their programs.



Here's what skills students could be required to attain before graduation: Communications

- ☐ Communicate and clarify complex verbal instructions and respond succinctly to impromptu queries and requests.
- ☐ Write memos and letters that request and present information.
- ☐ Write memos and letters that deliver difficult messages.
- ☐ Write documents and deliver presentations that present clear and concise summaries of information related to a given topic.
- ☐ Write reports that record accurately information collected during activities (e.g. field trip, lab experiment, project, etc.)
- ☐ Write documents and deliver presentations that report the results of the analysis of alternatives and state conclusions and recommendations (e.g. problem-solving, analytical, etc.)
- ☐ Deliver group presentations and write group documents that report the results of successfully completed projects.
- ☐ Choose and integrate research and acknowledge sources according to the rules of correct documentation.
- ☐ Write and present persuasively in order to secure employment (e.g. resumes, application letters, interviews, etc.)
- ☐ Write and present persuasively in order to market/sell products, ideas or a service, to muster support for causes/opinions, to defend positions (e.g. proposals, sales pitches, debates, etc.)
- ☐ Develop and use self-directed strategies to evaluate all communications and use a variety of means (e.g. dictionary, spell check, style manuals, grammar check, etc.) to adjust for any errors in content, structure, style and mechanics.
- ☐ Respond to the media by reading, listening and observing images; differentiating opinion/editorial from fact; analyzing the effect of the medium on the message and self.

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If you like to share.



Now at Eaton's, cK one fragrance.

A clean, contemporary scent with a refreshingly new point of view.

An intimate fragrance you need to be near to smell.

For a man or a woman, a fragrance to share, cK one from Calvin Klein.

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Eau de toilette. 100 mL. \$50

Skin moisturizer. 250 mL. \$28

Body massage. 100 mL. \$20

(427)

EATON'S

Goods Satisfactory or Money Refunded

Feds funding change threatens college ESL program, faculty jobs

AS MANY AS 17 GEORGE Brown teachers could lose their jobs if the federal government doesn't back down from a recent change in English as a Second Language (ESL) funding.

It decided earlier this year that it would only pay mandatory benefits and vacation for staff teaching its Language Instruction for New Canadians (LINC) program at institutions across the country. Up to now the government covered the real cost of benefits and vacation.

That means that if organizations that offer LINC give their teachers more than the mandatory two weeks of vacation a year they must now pay for the difference themselves.

At George Brown, where teachers get more than 40 days of vacation and 10 professional development days a year in addition to a comprehensive slate of health benefits, this change leaves a huge financial gap that threatens the program.

Academic Studies and Resources dean Ron Waldie told ESL staff in a recent meeting that the change could cost George Brown as much as \$300,000 a year—an amount that could make it unfeasible to continue offering LINC.

Cancelling the 24-week program could mean that as many as 17 teachers in the Language Training Department could get layoff notices as early as November, 1994, and that English training for up to 500 students could end by March 31, 1995.

The impact of any job losses could be felt in several departments if redundant ESL staff "bump" staff with less seniority from their jobs according to union rules.

LINC students are likely to find other places to take the program as it is offered by more than 60 organizations in Metro Toronto.

ESL staff and college administrators are conducting a lobbying campaign to pressure the federal government into changing the funding policy, which it has promised to review this fall.

President John Rankin says he has met with senior federal bureaucrats, and some teachers are contacting their members of parliament about the policy change.

To counter the federal position—that the shift to mandatory benefits saves money that can be used to expand ESL training—staff argue that colleges offer higher quality training than what some staff call "church basement" programs, and that having many small organizations offering LINC increases administrative expenses.

Language Training chair Marsha Skolnick says that no

studies have been done to compare George Brown ESL grads with those from other types of programs, but that staff have found some people trained at other ESL programs to be "well below our standards."

George Brown has one of the largest and most respected ESL departments in Ontario. It currently has 44 full-time faculty and one sessional teacher. Depending on the number of students, between 10 and 22 teachers work in the LINC program.

To make the department less dependent on federal funding, the college is encouraging the development of several new programs, including ESL training for international students and a Teaching English as a Second Language program.

"We have to be proactive in adjusting our programming," Waldie says.

Precedent feared in ESL case

IF THE FEDERAL GOVERNMENT is successful in changing the funding structure for LINC they may use it for other federally funded programs—effectively pricing George Brown out of the market, says George Brown's president.

"We're convinced this is the thin edge of the wedge," John Rankin told a recent meeting of English as a Second Language staff.

The government's decision to only pay mandatory benefits and vacation for teachers of the Language Instruction for New Canadians (LINC) program is driven by their desire to cut costs, Rankin says.

If the same funding rules are applied to other federally sponsored training the college could be forced out of dozens of programs—which earn the college millions of dollars in revenue.

"We've got a lot of federal monies at stake," he says.

Some federal officials are convinced that college training is too expensive, and community-based programs in which staff are usually paid much less and get fewer benefits are better value, he says.

George Brown is more dependant on federally sponsored training programs than many other community colleges in Ontario, although revenue from federal training has fallen considerably in recent years.



WELCOMING BARBECUES—Who says there's no free lunch! George Brown proved otherwise in early September with welcoming barbecues for students at all campuses. Academic vice-president Patricia Groves (above right) helped out at St. James by offering hot dogs to hungry students.

Program collapse prompts hearings about complaints, staff, philosophy

GEORGE BROWN'S Nightingale Campus is normally placid. But last spring the small building tucked behind Mount Sinai Hospital turned into a place of anger, fear and accusation.

Students and teachers in a program that trains people to work in shelters for assaulted women were split by personal and philosophical differences. Factions formed and accusations of racism, anti-semitism and anti-lesbianism flew. Classes stopped and some teachers quit. One day, frustrated by the spreading chaos, students picketed the campus. Some students feared for their safety as well as their educations.

In the days that followed, public meetings were held about the program at a downtown community centre and letters were written to local newspapers and community agencies. The college responded by meeting with students and proposing an action plan to address student concerns.

Now, with classes starting again, the college is taking action. Class starts were delayed for the program this fall so special orientation sessions could be held. Returning students, who experienced the program troubles in the spring, started classes on Sept. 8 and 56 new students started on Sept. 19.

The delay and those orientation sessions were just two of 75 recommendations of a special panel, which was promised in the action plan. Made up of college staff, students and representatives in the field, it spent a good part of the summer investigating past events and pondering the future of the Assaulted Women's and Children's Counsellor/Advocate (AWCCA) program.

Headed by Health Sciences dean Lynne Mulder, the panel

held 17 days of confidential hearings this summer—listening to current and former students and staff as well as people who work in the field.

The panel's 60-page interim report, released in mid-September, suggests that virtually all aspects of the AWCCA program should be reviewed. Several priority recommendations, costing about \$50,000, have already been put into action this fall.

The panel recommends:

- A review of the program's "philosophy, mandate, approach, goals and learning outcomes...to reflect an evolving, inclusive, feminist, anti-discrimination

analysis and teaching methodology." The current program philosophy, which is explicit in its feminist approach, urges students to "use their anger" to help themselves and other women. (See Philosophy below)

- Eventually hiring a full-time program co-ordinator previously unconnected with the program "to ensure neutrality." Sandy Fishleigh, who has been co-ordinator of the program since it started in 1988, will continue as full-time co-ordinator for the current year with no teaching responsibility.

Continued on page 11

Assaulted Women's and Children's Counsellor/Advocate Program

Statement of Philosophy

The Assaulted Women's and Children's Counsellor/Advocate Program of George Brown College is a feminist education (program/project) engaged in confronting and eradicating all forms of violence against women and children. Examples of systemic and interrelated expressions of male violence against women and children include: physical, emotional and sexual assault of women by male (partners), rape, pornography, child rape, culturally-sanctioned female circumcision, reproductive control, et cetera.

We believe that the interconnected oppressions of sexism, heterosexism and lesbian phobia, classism, agicism, ableism, racism, ethnic chauvinism and anti-Jewish oppression all provide fertile ground for male violence against women and children.

We recognize we are all products of a misogynistic society. We have all, therefore, internalized and learned behaviors that are oppressive to women.

We proudly claim and promote feminism as a practice and a movement for social change. We challenge traditional systems that silence women and children. We are committed to graduating students with critical tools which will assist them to act as a catalyst for the transformation of the world. We encourage our students to proudly use their anger in the service of themselves and other women. We work towards the day when all women and children can live their lives free of the threat of all forms of violence.

Source: Interim Report of Panel Findings, September 1994

SONY.



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Canvassers are heroes of United Way campaign

THEY WORK WITH THEIR hands and they give their with their hearts.

Maintenance workers at Casa Loma have put their often better-paid colleagues to shame with the highest percentage of United Way donors of any department at George Brown.

Over 70 per cent of staff in the area contributed to the charitable funding agency last year – far more than the George Brown college and even higher than the top donating college in Ontario – Algonquin in Ottawa, which had a 50 per cent participation rate.

Doug Stulla, chair of George Brown's United Way Steering Committee, says this year's campaign will be back to basics with more effective canvassing.

"It's people like Tommy Crean, who canvassed in maintenance, that make a real difference," he says.

The committee hopes to double the number of donors this year – adding 250 people – in its

efforts to reach a campaign goal of \$30,000.

"George Brown has come close to that number in past years and I think with some extra effort we can reach it this year," Stulla says.

The campaign will run this year from Oct. 17 to 28 with special events throughout October.

Students will raise money with a pub at St. James, the athletic will collect pledges for a CN Tower climb on Oct. 30, and armchair athletes can help by attending a pancake breakfast at St. James and Casa Loma on Oct. 27 and a buffet lunch at Siegfried's Dining Room on Oct. 31.

United Way pledge forms will be sent by mail to all full-time staff, and can be picked up by part-time staff or students from canvassers or Student Association offices. Canvassers and other volunteers, which are needed for this year's campaign, can contact Stulla at 944-4540.

Alumni

Continued from page 3

Alumni associations at other colleges and universities offer members cheap insurance, long-distance calls and travel programs as well as social occasions and networking.

But the advantages aren't all on the graduates' side. Alumni are a major source of funds for many institutions. They make annual contributions or donate to help the



Mary Kennard

Kennard may be facing more of a challenge in starting an association than alumni officers at most Canadian colleges and universities.

Experts in the field say the allegiance of graduates to an institution is higher when pro-

grams last several years, and there are residences and a lot of campus social activity. It is hardest, they say, at a college like George Brown in an urban setting, with no residences and

relatively short programs, and students are busy off-campus with jobs, families and personal activities.

Apprentice

Continued from page 4

Assessment: This approach is a rejection of George Brown College's leadership role in work-place-based training, and does not respond to the profound changes occurring in the labour market. There is a growing need for training and the college is well positioned to respond.

Apprenticeship is a sound model for training in many occupations.

Be proactive, using the government seed funds now available, supplemented if possible by college resources, to develop new apprenticeship programs and delivery methods.

Assessment: This is the recommended method. We elaborate below.



NEW BOARD TABLE – Furniture program teacher Miles Williams (above) spent three weeks this summer creating at 30-foot long cherry table for the board room of George Brown's administrative headquarters at Casa Loma Campus. "The summer holiday is my chance for professional development," says Williams. The table is part of a redecoration of the room where the Board of Governors meets monthly – including replacing wood panelling with painted walls and baby-blue velour chairs from the 1970s with contemporary dark green leather ones.

Homeless

Continued from page 1

Nurse Cathy Newman emerges from behind the partitions and calls a name. A woman in a T-shirt and sweat pants stands and goes with her.

Every age group, race and gender is represented in this great hall. Some look close to death; all share a common desperation that brings them here rather than some of the more sterile places where health care is dispensed.

This is the front line of health care in downtown Toronto. These are the victims of addiction, alcoholism, AIDS, tuberculosis, mental health problems and any number of the more common ailments. And these are the people Newman wanted to help when she entered George Brown's Nursing program a few years ago.

"You have to be where there is a real need. People that are mostly homeless or under-housed, and lacking access to some of the mainstream components that the rest of us take for granted, are the most vulnerable people."

After graduation this spring, Newman was hired by an organization called Street Health. Her

office is the street; there are no clean uniforms or sterile halls. At 7:30 a.m. she can be found giving out condoms and clean syringes to the junkies and prostitutes who have been lurking about the streets and back alleys while we sleep. By day she's either at one of a number of temporary clinics or meeting members of Toronto's health care community in her second role as community advocate.

Community advocacy comes easy to her. Before she entered the nursing program in 1990, Newman was a social worker who had spent years working on the streets.

"I welcome the opportunity to be politically active. A job like this requires you to be politically active on behalf of your patients," Newman says, while walking up Sherbourne Street after leaving the church. She is on her way to Wellesley Hospital to meet with mental health officials as part of an initiative to consolidate mental health resources for the homeless.

"These people tend not to have the kinds of resources they need to get good mental health care. You and I can go to a therapist and pay if we have mental health issues to work out. People

down here don't get that chance."

Although dealing with street people – some of whom are mentally unstable – may seem like a dangerous way to make a living, Newman says she is no more at risk than most nurses and in some ways less.

"I think there's a perception that it is (more dangerous), but you know violence against nurses is very prevalent in hospitals," she says.

"If I'm out at night, I'm still in no more danger than any woman is in general in society. We're actually less susceptible to body substance problems than in a normal hospital."

Although they won't likely work at the street level, more and more nursing graduates are finding themselves working in community-based organizations – the result of recent shifts in health care emphasis in Ontario, says Mary Raspor, chair of Nursing at George Brown.

"Hospitals are closing down beds and they are moving patients back out into the community as a cost saving measure," she says.

But would Cathy Newman recommend her line of work for the average nursing graduate?

"It's certainly the right kind of nursing for me, but I don't think it's suited for everybody. The reason I was equipped to do this was because I'd had a lot of experience working in the setting – the downtown urban core, amongst poverty."

"You really do have to have a very non-judgmental attitude and an ability to really connect with people at many levels. You can't be squeamish."

"The people at Street Health felt I had very good clinical skills and I attribute that to George Brown. But George Brown needs to up the social context in which nurses are educated. I know there are great teachers at George Brown who have what it takes to teach those things."

In an attempt to respond to exactly this need, George Brown has added a community component to the nursing program since Newman graduated.

"We are in the process and have modified the curriculum to add community advocacy," Raspor says.

An Apprenticeship Plan for George Brown College

First and foremost an apprenticeship plan for George Brown College must fit with the college's overall academic plan, as set out in the Programming Directions report issued by the Programs Task Force in May, 1993. The document states the college's ongoing commitment to apprenticeship and highlighted numerous important themes.

With the assistance of academic managers throughout the college we have already identified 14 possible programming initiatives. These are:

- Career and Work Counsellor
- Educational Interpreter
- Microcomputer Software Specialist
- Aboriginal Counsellor
- Dietary Aide
- Early Childhood Assistant
- Personal Support Worker

- Dental Technician
- Orthotic/Prosthetic Technician
- Cook (Aboriginal Cuisine Specialty)
- Hotel Front Desk Attendant
- Computer Numerical Control Programmer
- Mechatronics Technologist
- "Train the Trainer" Initiative

Next Steps

Following the review and finalization of apprenticeship goals and strategies, the college will develop a corresponding action plan. Top priority will be given to seeking OTAB support for new programming initiatives, such as those listed above, and for the revitalization of existing programs.

This is part of a study solicited by the college and recently presented to the Strategic Planning Committee of the Board of Governors.

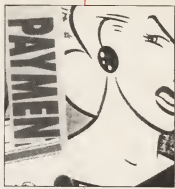
THE SUPER STUDENT TEST

Continued from page 5



Mathematics

- ☐ Construct/create representations to: show relationships among concepts; contribute to individual and group decisions by representing the interrelationships among variables; translate a sketch/drawing plan that entails a variety of shapes to a three-dimensional model.
- ☐ Organize/classify data for the purposes of remembering passwords, identification numbers, security codes and formulas; setting up a strategy to research and retrieve information; displaying accurate tables, graphs, charts.
- ☐ Analyze the mathematical validity of claims/conclusions with respect to calculations produced by technical means and important economic/social issues and public statistical reports.
- ☐ Predict the probable success of realizing personal goals, everyday occurrences and events by taking into consideration the role of chance as well as the actual statistical probabilities.
- ☐ Manage money well by deciding on the most appropriate purchase when comparing characteristics of related products: weight, volume, quality and price; and deciding on the allocation of income and calculating the change in financial worth over a period of time; and creating and interpreting a budget of a household, small business or enterprise.
- ☐ Decide on the optimal way of navigating and reaching destinations on time by taking into account the variables related to the time.
- ☐ Solve problems accurately by using mathematical strategies and necessary tools.
- ☐ Choose and use the learning/working styles most suitable to the personal way of learning mathematics.



Technological Literacy

- ☐ Develop and use a systematic approach to organizing, maintaining and protecting the integrity of data (files) by using the appropriate functions of an operating system.
- ☐ Produce professional-looking documents containing text and computer-generated graphics and tables by selecting and using the relevant features of an up-to-date word processing or desktop publishing package that enhance the clarity of the documents and promote understanding.
- ☐ Enhance presentations by using technology to prepare visual aids/illustrations which integrate, for example, text, tables, graphs, pictures, video, sound and/or animation.
- ☐ Exchange information with others using the available technology to connect, locally and world-wide, to electronic bulletin boards, electronic discussion groups (Llistservs), electronic mail systems, commercial information services.
- ☐ Perform research on topics of vocational relevance by identifying the information needed and using available technology to access and retrieve the information from on-line databases and CD-ROMs.
- ☐ Construct and use spreadsheets that will provide information to support decision-making and problem-solving; organize and present data in a variety of clear and useful formats.
- ☐ Create, update and extract relevant information from an on-line database containing vocationally and/or personally relevant data using an up-to-date database package.



personal behavior as a result of awareness of self, others and the situations encountered.

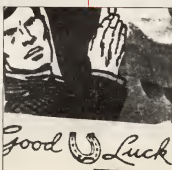
- ☐ Contribute to establishing and maintaining supportive environments by using a variety of verbal and non-verbal techniques that facilitate giving and receiving positive feedback, constructive criticism and expressions of dissent.

- ☐ Contribute to the resolution of interpersonal conflicts and the mediation of those of others by identifying and analyzing possible sources of conflict,

and by employing a range of techniques to bring about a solution.

Analytical Skills

- ☐ Draw conclusions about significant controversial issues that reflect a careful analysis and evaluation of the various arguments, perspectives and values inherent in each issue.
- ☐ Take a stand or advocate a position on issues by explaining the values inherent in the stand or position and support the opinions expressed with relevant knowledge and facts.
- ☐ Construct arguments in which reasoning proceeds inductively from a set of general premises or claims to general conclusions that support the principles or claims.
- ☐ Create a plan or model in which reasoning proceeds deductively from a set of general premises and draw specific conclusions that follow logically from the premises.
- ☐ Individually, solve problems systematically, using an acceptable problem-solving model.
- ☐ In groups, solve problems systematically, using an acceptable group process model.



set of general premises and draw specific conclusions that follow logically from the premises.

- ☐ Carry out self-directed, multi-phased projects within a requisite timeframe by following systematic steps.
- ☐ Use creative thinking skills to design a viable product or an innovative strategy, such as an activity, puzzle, software program, plan, artifact, representation or entrepreneurial scheme.

- ☐ Account for the moral/ethical dimension of decision-making and/or professional behavior by examining the inherent values and explaining the challenges involved in making responsible decisions and demonstrating integrity.



- ☐ Develop self-directed strategies to learn new features of software packages and other technology independently by applying or transferring previously acquired knowledge.
- ☐ Combine/extract relevant data from one package and incorporate the data into another package for manipulation and/or presentation purposes.
- ☐ Troubleshoot routine, simple computer-related problems (or errors) by identifying the possible sources of problems, determining how to test for the sources of the problems, identifying a logical sequence for testing, and then applying the appropriate strategies to recover from the problems and/or to obtain help.

Interpersonal Skills

- ☐ Contribute to group functioning by demonstrating productive task roles and behaviors, and work collaboratively in groups by demonstrating helpful group maintenance roles and behaviors.
- ☐ Assume a formal leadership role when it is assigned.
- ☐ Treat other individuals with respect and act in a manner consistent with institutional and legislated policies and regulations on human rights, employment equity, workplace harassment and discrimination.
- ☐ Display a realistic knowledge and development of self by examining personal behavior in one-on-one and group interactions, by identifying interpersonal strengths and weaknesses, and by suggesting plans for improvement which include modifications to

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- Story ideas and suggestions
- Photography, graphics or cartoons
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Want to help make the News? Contact editor Neil McGillivray at 867-2060, fax 867-2303 or Room 542E, 200 King St. E.

BOUQUETS OR BRICKBATS

Give City College News a call on its new 24-hour comment line



Do you have an opinion about George Brown or college that you'd like to share with our readers? Give us a call at 867-2279 and leave a message up to five minutes in length. We'll transcribe your call and publish it in the next issue of City College News as a letter. Don't forget to add (and spell) your name and your phone number.

Kensington could close by Christmas

KENSINGTON CAMPUS could close its doors for good as early as December, 1994 – ending more than 40 years of post-secondary education in the vibrant Kensington Market area of Toronto.

Appropriately, the last George Brown classes offered in the neighbourhood, which has been occupied by generations of new Canadians, will be English as a Second Language (ESL).

The new home for the college's ESL programs will be the third floor of 1 Dartnell Ave. at Casa Loma.

The college has to vacate Kensington by the end of March, 1995, and the eventual fate of the campus, which consists of three buildings on Nassau Street near the intersection of Spadina Avenue and College Street, is still uncertain.

The new ESL space at 1 Dartnell was renovated in the summer of 1993 as part of the college's Campus Renewal program – creating large classrooms to accommodate drafting tables.

This fall, about 15 to 18 smaller classrooms will be built in the space to hold ESL classes – a

relatively simple job because the ventilation system won't have to be changed.

"It's a minimal cost," says Martin Kerman, executive director of campus operations.

To fit in the ESL department – which had originally needed 32 classrooms as well as a language lab and office space – some classrooms in other Casa Loma buildings will be used and the teaching schedule will be spread across an 8 a.m. to 6 p.m. day.

The Technology classes and staff offices in the space have been moved to other buildings at Casa Loma.

This fall some evening classes in furniture upholstery, which end in December, are being offered at Kensington as well.

Once courses are no longer offered at the campus, the college could keep the buildings operating at a minimal level – with a security guard and someone to maintain the heating system – or it could "decommission" the campus – draining pipes and turning off furnaces, Kerman says.

One of the three buildings that make up the campus – building 2 – was closed in June, 1994, to

reduce maintenance costs, he says.

The eventual fate of the campus is uncertain.

The ownership could pass from the college to the Ontario government on March 31, 1995 – but no immediate use for the buildings has been found.

Representatives of several provincial ministries and local educational institutions have toured the buildings but no one has wanted to take them over.

The state of their functional – but now antiquated – heating, cooling, ventilation and fire prevention systems is one big deterrent, Kerman says.

"The cost of bringing those buildings up to code is astronomical," he says. "The renovation costs scared them off."

There is a chance that the government could allow George Brown to sell the buildings – which have been used for post-secondary education since the 1950s – and use the proceeds to improve other campuses, he says.

Kensington was the home of the Provincial Institute of Trades – a forerunner of George Brown which became part of the college when it was created in 1967.



GETTING SOME SACKTIME – More than 300 George Brown students escaped to Centre Island for an afternoon of fun on Sept. 19, including some vigorous sack races. Islandfest also included banner painting and a barbecue.

Collapse prompts hearings

Continued from page 7

- Adding additional full-time teaching staff, including a staff member with responsibility for field placements, and a full-time female counsellor at Nightingale to help AWCCA students, among others. The report suggests that more provincial funding for the program should be sought to cover the additional costs. "I feel

positive that the Ministry will reassess the program and increase program funding," says Mulder.

- Establishing and clarifying codes of conduct for both staff and students. "A program-specific code of conduct (contract), detailing personal interaction guidelines for all program participants (students and faculty) was repeatedly identified as being of critical importance to ensure a safe, effective and productive learning environment," the report says. While shying away from describing specific incidents, the report says some students and teachers verbally attacked each other, and some people were involved with "silencing" or "shaming" classmates. Some teachers involved students in their conflicts and were perceived to stand by as students attacked other students in class.
- Creating a new anti-oppression workshop for all program students and teachers by December, 1994, that would foster a common understanding by which teachers and students could continue to "engage in calm, meaningful, ongoing discussions about oppression in a respectful way." The report suggests the workshop could include a "level of disagreement between participants" and the "non-shaming/silencing" of students seen by others to be "privileged."

Different understandings about oppression and approaches to dealing with perceived oppression played a role in the problems in the AWCCA program this spring.

- "We seem to be in the middle of an explosion of identity politics that has created enormous problems in this program; the more ways you can identify of being oppressed, the higher your status is," one panel member is quoted as saying in the report.

- Investigating current and past allegations of systemic discrimination in the program and addressing perceptions of discrimination. "Some presenters (to the panel) identified incidents which they consider discriminatory and/or oppressive among students, between students and faculty, and among faculty dating back to the program's inception (in 1988)," says the report's introduction. "Truth and perceptions have sometimes become indistinguishable... some program members have been attacked. Common courtesy and respect appear to have been early victims in this conflict. These incidents have created an atmosphere of fear, oppression, reprisal, mis- or non-communication and danger."
- Re-establishing a program advisory committee. The last advisory committee, which is made up primarily of employers in the field, resigned as a group two years ago over a conflict.

While the report recommends increased staffing and reduced class sizes for the program, Mulder says that the program must be financially feasible for the college to offer it. If the government doesn't increase funding for the program – to put it on a par with some other intensive health programs such as nursing – the college will be unable to afford to continue supporting it with extra funding on an ongoing basis, Mulder says.

A final version of the report will be issued in December, 1994, after response from students, staff, community agencies and other interested persons.

Alfred Hitchcock

Academy Award 1967

Ingmar Bergman

Academy Award 1970

Woody Allen

Academy Award 1976

Jane Campion

Cannes 1986

David Cronenberg

Genie Award 1992

Steven Spielberg

Academy Award 1993

Jain Dough

TVOntario Telefest Award 1993

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World AIDS Day
November 1

SEPTEMBER EVENTS

SPECIAL EVENTS

Oct. 2 – From All Walks of Life: a George Brown team will take part in this 10-kilometre walk to raise money for AIDS research, patient care and education (See story on page 2). Pledge forms are available from Student Association offices. The team will meet at the statue of Winston Churchill in Nathan Phillips Square at 11 a.m.

Oct. 6-9 – Wine tour with Bjorn Rasmussen 1994. New York State Finger Lakes region, Long Island and the Hudson Valley. For further information contact Bjorn Rasmussen, 867-2260 between 10 a.m. and 2 p.m., or leave a message at 1-905-335-2159. Note: This tour is not sponsored by George Brown College.

Oct. 18 – Persons' Day: For information about celebrations and events at George Brown call 944-4715.

Oct. 17 to 28 – George Brown's United Way campaign aims to raise \$30,000 with staff and student donations. See story on page 7.

Oct. 19 – Annual Aerobathon to raise money for George Brown varsity teams and varsity scholarships. The four-hour event starts at noon in the Casa Loma gym with 15 minute breaks every 45 minutes. Pledge forms are available from campus athletic offices. Participants without pledge sheets pay \$20 at the start of the aerobathon. For information contact your campus athletic office.

Oct. 26 – Official opening of new fashion facilities at Casa Loma campus by Minister of Education and Training David Cooke and designer Brian Bailey. An invitation-only reception will be held on the fourth floor of 160 Kendal Ave. from 5:30 to 7:30 p.m.

Oct. 27 – Pancake Breakfast at Casa Loma and St. James campus cafeterias from 7:30 to 9 a.m. Proceeds to the United Way.

Oct. 30 – CN Tower Climb to raise money for the United Way. For information or pledge forms call Atul Chadha at 944-4563.

Oct. 31 – United Way Celebration Buffet Lunch at Siegfried's Dining Room, Hospitality Centre, St. James. Tickets are \$15 with proceeds to the United Way. For reservations or information call Pat DePaulo at 944-4545.

ENTERTAINMENT

Oct. 6 – Camp Zup Pub, St. James campus, 2-7 p.m. in the student lounge. Proceeds from cover charge and bar to AIDS research.

Oct. 13 – Camp Zup Pub, St. James campus, 2-7 p.m. in the student lounge.

SPORTS AND RECREATION

Oct. 4 – Men's varsity soccer. Home game: Huskies vs. Sheridan at Keelesdale Park, 5 p.m.

– Women's Varsity Soccer. Home game: Huskies vs. Redeemer at Keelesdale Park, 7 p.m.

Oct. 11 – Men's varsity soccer. Home game: Huskies vs. Humbert at Keelesdale Park, 5 p.m.

Oct. 11-21 – Registration for teams wishing to play lunchtime Intramural Badminton or Basketball, at both Casa Loma and St. James. For more information call your Campus Athletics department: 944-4627 (Casa Loma) or 867-2176 (St. James).

– Registration for Recreational Table Tennis Tournament. For more information call your Campus Athletics department: 944-4627 (Casa Loma) or 867-2176 (St. James).

Oct. 12 – Men's Alumni Basketball Tournament at 8 p.m. in the St. James gym.

– Women's Varsity Basketball exhibition home game, Huskies vs. Durham, at 6 p.m. in the St. James gym.

Oct. 13 – Women's Varsity Soccer. Home game: Huskies vs. Mohawk at Keelesdale Park, 4 p.m.

Oct. 17-26 – Registration for Recreational Badminton Tournament. For more information call your Campus Athletics department: 944-4627 (Casa Loma) or 867-2176 (SL James). Play begins Nov. 3.

Oct. 18 – Men's varsity soccer. Home game: Huskies vs. Redeemer at Keelesdale Park, 5 p.m.

Oct. 19-24 – Men's Varsity Soccer Play-offs.

Oct. 24 and 25 – Games begin for Lunchtime Intramural Badminton or Basketball, from 10 a.m. to 4 p.m., at both Casa Loma and St. James. For more information call your Campus Athletics department: 944-4627 (Casa Loma) or 867-2176 (St. James).

Oct. 26 – Recreational Table Tennis Tournament, in the Casa Loma gym at 4 p.m. For more information call your Campus Athletics department: 944-4627 (Casa Loma) or 867-2176 (St. James).

– Women's Varsity Volleyball exhibition home game, Huskies vs. Redeemer, 6 p.m. in the St. James gym.

MEETINGS

Oct. 4 – Board of Governors meeting at 500 MacPherson in the boardroom, 5:30 p.m.

Oct. 5 – Student Association meeting at Casa Loma. For information call your campus Student Association Office or 867-2454.

Oct. 13 – College Council meeting at 300 Adelaide St. E. in room 310, from 8:45 to 11 a.m. All are welcome to attend.

Oct. 18 – Strategic Planning Committee of the Board of Governors meeting, 500 MacPherson Ave., boardroom, 5:30 p.m.

Oct. 19 – Academic and Student Affairs Committee of

the Board of Governors meeting, 500 MacPherson Ave., boardroom, 8:15 a.m.

Oct. 25 – Finance and Property Committee of the Board of Governors meeting, 500 MacPherson Ave., boardroom, 12:30 p.m.

Nov. 1 to 3 Town Hall meetings for staff with President John Rankin. Casa Loma: Nov. 1, 10 a.m. to noon and 2:30 to 4:30 p.m., Rm 434, 160 Kendal Ave. St. James: Nov. 2, 1:30 to 3:30 p.m. and Nov. 3, 2:00 to 4:00 p.m., Hospitality Centre auditorium.

The George Brown Committee for Lesbians, Gays and Bisexuals will be holding meetings throughout the year. For information about the committee and dates, times and locations of meetings call 867-2373.

SEMINARS, WORKSHOPS AND COURSES

Oct. 29 – Annual Metro Colleges Part-time Teachers' Conference at Centennial College, Warden Woods Campus. Take advantage of this great opportunity to share skills, knowledge and experiences with your colleagues from the region. For more information call 1-800-268-4419.

Throughout October the Human Rights department will be offering **Workshops for staff:** **George Brown's policy** about discrimination and harassment. For information, times and locations, please call the Human Rights Office at 944-4703.

HOLIDAYS AND COLLEGE CLOSINGS

Oct. 10 – Thanksgiving. College Closed.

RELIGIOUS HOLIDAYS AND OBSERVANCES

Sept. 27 – Mashiyyat, Baha'i

Sept. 28 – Simhat Torah, Judaism

Oct. 2 – World Communion Sunday, Christianity

Oct. 12-16 Ghanbar Ayathrem, Zoroastrianism

Oct. 14 – Dassehra, Hinduism

Oct. 16 – 'Im, Baha'i

Oct. 19 – Pavarana, Buddhism

Oct. 20 – Birth of Bab, Baha'i

Nov. 2 – Mahavira Nirvana, Jainism

Nov. 3 – Diwali, Sikhism and Hinduism

Nov. 4 – Quadrat, Baha'i

Nov. 5 – Installation of Holy Scriptures as Guru, Sikhism

GEORGE BROWN THEATRE FALL REPERTORY NOV. 23 - DEC. 11

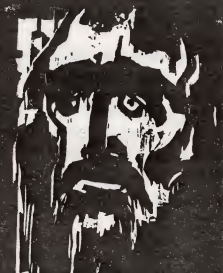
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